DOCUMENT RESUME

ED 300 837 CS 211 598

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TITLE Desktop Publishing in High School: Empowering Students as Writers and Readers.
PUB DATE Nov 88
NOTE 21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (78th, St. Louis, MO, November 18-23, 1988).
PUB TYPE Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Computer Software; *Computer Uses in Education; High Schools; Student Publications; *Writing for Publication; *Writing Instruction
IDENTIFIERS *Desktop Publishing

ABSTRACT

Desktop publishing (DTP) is growing increasingly popular in the writing classroom for several reasons. By using DTP, students gain experience in a variety of disciplines--writing, typesetting, graphic design, printing, and computing. DTP represents a revolutionary literacy tool for schools since it encourages students to create and publish manuscripts of a high professional quality. Yet DTP does not generally exist in schools, partly because of the expense involved and the computer expertise needed. Recently, however, two inexpensive programs that run on Apple II computers--TimeWorks' "Publish It!" and Springboard Software's "Springboard Publisher"--have been released, changing teachers' options completely. To keep computers and writing in a proper balance, DTP should be introduced in special courses designed to teach writing and desktop publishing, such as journalism courses, writing for publication courses, or literary magazine courses. DTP brings students into a new relationship with the written word. If DTP is introduced thoughtfully into the school curriculum, it can improve students' reading and writing skills, while providing opportunities for them to acquire a range of computer publishing abilities which are increasingly valued outside the classroom. (A list of DTP software publishers and mail-order houses, and several examples of DTP publications are appended.) (MM)

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NCTE Convention, St. Louis, MO
Nov. 20, 1988

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Desktop Publishing in High School: Empowering Students as Writers and Readers

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Dept. of English
University of AR at Little Rock

ED300837

There currently exists a variety of important themes in writing pedagogy: the social nature of writing, whole language instruction, reading/writing connections, writing across the curriculum, the use of computers as writing tools, and the teaching of writing as a process. Desktop publishing, as it grows increasingly affordable, holds forth the promise of allowing teachers to create classroom contexts and practices where students will write and read according to our best theories. Desktop publishing (DTP) is an important development in microcomputer technology that English and writing teachers need to learn more about.

We know that schools are increasingly using computers for literacy instruction. One of the most successful applications is the teaching of writing using word processing. DTP is an extension of the use of computers for reading and writing since it permits the assembly of various data files, including word processing and graphics, into a page layout program. DTP gives the teacher and student a great deal of control over every phase of the writing/publishing process. It is a logical next step in

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the use of computers for reading and writing. The potential benefits for students using such a powerful tool are enormous.

In an effort to get multiple perspectives on the value of DTP from the point of view of various users, I interviewed several people involved in the world of DTP: The managing editor of a health magazine that has recently changed from a traditional publication process to DTP; the owners of a-year old, home, DTP business, On-Line Design; the publisher of a newsletter for a computer-user group who is also a professor of programming at a university; and a high school business teacher who teaches DTP and journalism to students who write and publish the school paper. (See the Appendix for examples of their texts created using DTP.)

In my talk today I discuss the value of DTP, showing why it is growing increasingly popular in the writing classroom. While pointing out the value of DTP, I also discuss concerns teachers need to think seriously about before deciding to adopt DTP.

What is Desktop Publishing?

What is desktop publishing? DTP consists of a page composition package for microcomputers that allows the writer to electroncially merge text from a word-processing

program, with graphics from a drawing program, and to print out a fully composed document in various type faces and sizes. DTP replaces the manual paste-up process involving the use of knives, pens, rulers, waxers, and burnishers. Hense, it makes layout a much more flexible and inexpensive process, requiring less expertise. It literally makes it possible for anyone with a personal computer--along with other readily available hardware and software--to prepare documents that appear professionally published.

DTP lets the user control artistic as well as technical matters while making possible the publication of professional quality materials relatively inexpensively. DTP creates manuscripts ready for mass production using either offset printing or photo copying. Potentially, DTP opens up a host of new options for writing electronically and for the teaching of writing with computers. The use of DTP makes it possible for writers or groups of writers to use their creative and critical writing skills to produce a variety of documents such as flyers, reports, newsletters, promotional literature, magazines, and even books. Classes can collaborate and students can have more input concerning these activities.

Student Benefits

The potential benefits to students using DTP are enormous. They get experience in a variety of disciplines--writing, typesetting, graphic design, printing, and computing. Controlling the publication process permits writers to become more involved with the visual impact of their ideas on the reader. The relationship between form and content may take on new meaning when writers integrate ideas with words, font size, graphics, and the other features involved in the production of publications with a high level of visual impact. Creating visually informative texts gives the writer a chance to "gain a heightened sense of categories, divisions, and orderly progression" according to Steven Bernhardt's paraphrase of ideas set forth by Anne Ruggles Gere (Bernhardt 67).

Communication can become more reader-centered as writers take on responsibility for the entire visual product as well as the content of their texts. The ability to publish their own writing should enfranchise students in new ways, creating a writing context that fosters increased motivation for writing, revising, editing, and working together collaboratively. In many ways, desktop publishing represents a revolutionary literacy tool for schools since

it encourage students to create and publish manuscripts of a high professional quality.

Schools Adopt DTP Slowly

In 1987 an estimated 145,000 DTP programs were sold and more than 834,000 are projected for 1990 (PC Magazine 93). These figures, for the most, part reflect the popularity of DTP in business, not education. Recently schools have begun to explore the power of desktop publishing, yet DTP does not generally exist in schools. Here are some of the reasons why.

First, DTP itself is only a few years old. It has only been available since 1985. Designed for business not education, the learning process does not really adapt well to the short class periods found in the regular school day. Except for simple programs designed for students such as Print Shop and Newsroom, DTP has only been possible using Apple Macintoshes or IBM PC's and their clones. Neither of these types of computers is commonly found in schools. However, within the last few months a few new progams that run on the most popular school computers, the Apple II family, have come on the market.

A second reason schools are slow to explore DTP is the cost factor. Clearly, DTP is very inexpensive compared to

traditional typesetting and layout costs. And DTP grows increasingly cheaper by the day. For example, in 1984 a DTP program for the IBM PC cost $5,000. Today Quark Xpress, a leading business program, costs $695, and Publish It!, a program for the Apple II family, costs $99. In spite of the fact that DTP makes publishing relatively inexpensive compared to traditional typesetting and layout costs, setting up DTP capabilities still requires additional funds. For many schools it may necessitate the purchase of additional computer memory, computer mouses necessary for input, laser printers, hard disk drives, scanners, and other hardware and software not in the typical school computer laboratory.

Finally, desktop publishing requires more computer expertise than word processing. Since electronic publishing systems bring together features that used to be spread out among various professionals, DTP requires a much longer learning curve for teachers and students than simple word processing. With some of the more powerful business programs, such as Pagemaker, Ready-Set-Go, and Quark Xpress, an adult worker who does nothing but DTP every day can take months to learn to use one of these programs with ease. This long learning curve, even though the newer programs are becoming increasingly user friendly, suggests the necessity

of redesigning the curriculum, rather than simply slotting DTP into an existing class. Teachers and students need adequate time to acquire the mulitude of new skills involved in learning DTP.

New Options Exist for Schools

Many teachers do not have access to Macintoshes or IBM PC's, the two most common computers having desktop publishing capabilities. Purchasing the necessary hardware and software to implement DTP of professional magazine quality--the microcomputer, page layout program, laser printer, and word processing program--costs approximately $10,000. Therefore, until recently, DTP was not available in most school settings. Two inexpensive and recently released programs, however, have changed the classroom teacher's options completely.

TimeWorks' Publish It! and Springboard Software's Springboard Publisher both run on the Apple II family, that is the Apple IIe, IIc, and IIGS. Both programs have a number of features in common. (See Table I for a comparison of these two programs.) Both are affordable ($99.00 for Publish It! and $139.00 for Springboard Publisher; they are much cheaper at discount suppliers). Both programs require 128K or more of memory and print out on Apple's Imagewriter,

TABLE 1

A. Herrmann

DESKTOP PUBLISHING

A REVIEW OF TWO PROGRAMS FOR THE APPLE II FAMILY

NCTE CONVENTION NOVEMBER 1988

SPRINGBOARD PUBLISHER

1. COSTS $139.00
2. LACKS LASER PRINTER SUPPORT (UNDER DEV.)
3. DISK SIZE: 3.5IN (MUST EXCHANGE FOR 5.25IN)
4. PROGRAM NOT COPY PROTECTED.
5. MOUSE RECOMMENDED (KEYSTROKES POOR)
6. MIMICS MACINTOSH USER INTERFACE
7. DOCS OF MORE THAN ONE PAGE (TEXT FLOW)
8. IMPORTS TEXT FROM BANKSTREET WRITER, APPLEWORKS, AND ASCII TEXT FILES
9. PERMITS LEADING AND KERNING.
10. PERMITS A RANGE OF TYPE FACES, STYLES, AND SIZES
11. PERMITS DRAWING WITHIN THE PROGRAM OR THE IMPORT OF GRAPHICS FROM OTHER PROGRAMS
12. ROUTES TEXT COLUMNS AROUND GRAPHICS.
13. PAINFULLY SLOW AND AUTOMATIC FORMATTING AGGRAVATES THE PROBLEM (CAN'T BE TURNED OFF.)
14. DISK READING & WRITING WITH 5.25IN DRIVE SLOW. HARD DISK RECOMMENDED.
15. UPDATE AVAILABLE FREE (FASTER)

PUBLISH IT!

1. COSTS $99.00
2. LASER PRINT MODULE AVAIL FOR $39.95
3. 5.25 IN DISKS STANDARD (MAY ORDER 3.5IN)
4. SAME
5. MOUSE RECOMMENDED (JOYSTICK POOR)
6. SAME
7. USER MUST MAKE A PAGE AT A TIME
8. SAME
9. SAME
10. SAME
11. SAME
12. SAME
13. NOT AS SLOW, BUT SLOWER THAN OTHER DTP PROGRAMS SUCH AS PAGEMAKER
14. SAME
15. NO UPDATE.

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By Andrea W. Herrmann
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Little Rock, AR 72204.
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a dot-matrix printer, although Publish It! also has a laser print module available ($39.95). Both mimic a Macintosh user interface, complete with pull-down windows and dialog boxes, and work best with a mouse. Both import texts from various word-processing programs (e.g. Bankstreet Writer, Appleworks, and ASCII text files); import graphics from other programs; permit a range of type faces, styles, and sizes; and route text columns around graphics. (For a more detailed analysis of each program see Desktop Publishing and Office Automation Buyer's Guide and Handbook, Guide No. 12, pgs. 60 and 69.)

Concerns about Teaching with DTP

Although I am most enthusiastic about the possibilities of DTP for writing and the teaching of writing, I also have some concerns about the adoption of DTP in schools. There is always a kind of struggle between the allure of the computer technology and the writing process in writing classes when the computer is the writing tool. That is, the teacher must decide just how much time and energy is to be allocated to learning the electronic equipment and how much time will be spent writing and talking about matters related to writing. Keeping writing and computers in the proper balance--that is to say, keeping writing at the top of the

priority list--is not always easy. Inevitably some students become sidetraced by the mechanics of the equipment, the intricacies of the word-processing program, the fun of formatting, and/or learning to use other software that assists the writing process.

Attraction to these peripheral writing concerns can be compelling, and can pull away some students from the hard job of writing. As a former high school and now university English teacher, as the coordinator of a graduate program in technical and expository writing, and as a writer myself, I am mindful of the writer's tendency to seek out all manner of entertainment to distract him or herself from the task of writing.

All of the DTP experts I interviewed confirmed my own notion that DTP is addictive. Each recounted stories of spending 12, 14, and even 18 hour-days interacting with their DTP programs. The complexities of learning DTP may provide an unwanted yet powerful lure in our classes for students NOT to write. Without an awareness of this potential problem and without proper safeguards, teachers might find themselves inadvertently introducing a process into their classrooms that siphons off the energy normally spent on writing and learning to write, and that directs a

disproportionate amount of time into the creation of electronic layouts and designs.

In order to avoid such problems, I recommend that DTP not be introduced into existing English classes, as we often do with word processing. Instead, special courses permitting adequate blocks of time should be designed to teach writing and desktop publishing. This might be a journalism course, a writing for publication course, a literary magazine course, or some other type of course designed to integrate writing and publishing skills using a page layout program. Ideally, such a course should also include a graphics design component.

The Future of DTP in Schools

In the last seven years, word processing has evolved from expensive and cumbersome-to-learn programs meant only for the highly dedicated, to sophisticated yet easy-to-use writing tools for college, high school, and elementary school students. Like word processing, desktop publishing software and hardware is already becoming increasingly more affordable and increasingly easier to use. Before long it appears likely that DTP will be the norm in schools for publishing all types of student writing. In addition to publishing the school newspaper and literary magazine, DTP

will also, no doubt, inspire other applications leading toward increased literacy opportunities for writing across the curriculum. One possible application is the creation of theme magazines, written, edited, and published by students in various classes who collaborate together to use writing and DTP as a mode of learning.

DTP should bring students, as it is bringing writers everywhere, back to a larger view of the written text such as was held by the ancient Greeks, Egyptians, and Medieval Europeans, where written communication was a combination of integrating script and graphics. As Billie Wahlstrom states:

> What the computer only hinted at, DTP makes clear: funadamental alterations in the word/print relationship resulting from digital communication technologies. (163)

Visually informative prose is pervasive in many areas and, therefore, according to Bernhardt, we need to teach it. He states:

> Classroom practice which ignores the increasingly visual, localized qualities of information exchange can only become increasingly irrelevant. Influenced especially by the growth of electronic media, strategies of rhetorical organzinzation will move increasingly toward visual patterns presented on screens and interpreted through visual as well as verbal syntax. (77)

DTP, which is an exciting extension of the existing electronic revolution begun by microcomputers and word processing, brings students into a new relationship with the written word. If we introduce DTP thoughtfully into the school curriculum, it promises to expand our students' opportunities for becoming better readers and writers. At the same time it will provide opportunities for them to acquire a range of computer publishing abilities, skills that we see increasingly valued outside the classroom.

DTP: A Brief Bibliography

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Burns, Diane, S. Venit, and Rebecca Hansen. The Electronic Publisher. NY: Brady (Simon & Schuster), 1988.

Desktop Publishing & Office Automation: Buyer's Guide and Handbook, Guide 12.

Money (July 1987).

PC Magazine (13 Oct. 1987).

Personal Computing (July 1987).

Publish!, all issues.

Shushan, Ronnie and Don Wright. Desktop Publishing by Design: Blueprints for Page Layout Using Aldus PageMaker on IBM and Apple Macintosh. Microsoft Press, Dec. 1988.

Sullivan, Patricia. "Desktop Publishing: A Powerful Tool for Advanced Composition Courses." College Composition and Communication 39 (Oct. 1988): 344-347.

Wahlstrom, Billie J. "Desktop Publishing: Perspectives, Potentials, and Politics." Coming of Age: New Perspectives on Computers in Composition. Eds. Gail E. Hawisher and Cynthia L. Selfe. NY: Teachers College Press, to appear.

DTP Software Publishers & Mail-Order Houses

Draw Plus, Paintworks Plus
Activision
PO Box 7287
Mountain View, CA 94039
(415) 960-0410

TimeOut SuperFonts
Beagle Bros.
6215 Ferris Square
San Diego, CA 95121
(619) 452-5500

PrintShop
Broderbund Software
17 Paul Dr.
San Rafael, CA 94903-2101
(415) 492-3500

GraphicWriter
DataPak Software
14011 Ventura Blvd. Ste. 507
Sherman Oaks, CA 91423
(800) 327-6703
(818) 905-6419

Deluxe Paint II
Electronic Arts
1820 Gateway Dr.
San Mateo, CA 94404
(800) 562-1112
(415) 572-2787

Medley
Milliken Publishing Corp.
1100 Research Blvd.
PO Box 21579
St. Louis, MO 63132-0579
(314) 991-4220

II Write
Random House Media
201 East 50th St.
New York, NY 10022
(314) 991-4220

Personal Newsletter
SoftSync Inc.
162 Madison Ave
New York, NY 10016
(212) 685-2080

Certificate Maker
The Newsroom,
Springboard Publisher
Springboard Software
7808 Creekridge Circle
Minneapolis, MN 55435
(612) 944-3915

MultiScribe
Picture Maker,
TopDraw
StyleWare
5250 Gulfton, STe. 2E.
Houston, TX 77081
(800) 233-4088
(713) 668-0743)

Publish It!
Timeworks
444 Lake Cook Rd
Deerfield, IL 60015
(312) 948-9200

School Desktop Pub.
(Mail-order Software)
K-12 Media
6 Arrow Rd. Dept. D
Ramsey, NJ 07446
(201) 825-8888

Desktop Publishing Newsletter Enhancements: Apple II
(Discount Software Catalog)
PO Box 150
Renton, WA 98057
(800) 628-2828 (Ext. 544)
(206) 226-3216

Educational Resources
2360 Hassell Road
Hoffman Estates, IL 60195
1-800-624-2926

LION ROAR

Written and Published by Vocational Business Department

Volume 1
Edition 4
December 10, 1987

Club News

The Manila Future Homemakers have been very busy in the month of October. They started off by selling Tom Watt, which is their main fund raiser. It brought in over $500 dollars, which will be a great help in paying for their club activities. Melissa May and Rose Sammons were the top sellers. After they were finished selling and getting all the paper work involved completed, Mrs. Smith threw a pizza party for the sellers. They somehow managed to put away six giant pizzas. The FHA'ers also organized a Haunted House at West Ridge Fall Festival. This raised $41 dollars for the club. The FHA promises to be even busier as the school year continues.

REMEMBER:

If any club has news that you would like put in the paper. Please put it in the blue box in Ms. Gray's room.

LION'S ROAR STAFF

Leann Wilson- Editor

Shannon Bibbs — *Kelley Fields*
Traci Smith — *Shannon Pierce*
Holly Walton — *Christi Jackson*

All Quotes taken from Readers Digest

"Quotable Quotes"

Consideration for others can mean taking a wing instead of a drumstick.

The truth is not always dressed for the evening.

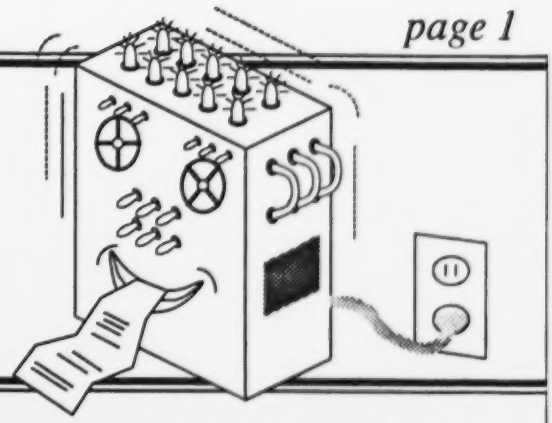
To think too long about doing a thing often becomes its un-doing.

Love is what you've been through with someboby.

Unless each day can be looked back upon by an individual as one in which he has had some fun, some joy, some real satisfaction, that day is a loss.

America did not invent human rights. In a very real sense, it is the other way around. Human rights invented America.

Computer ❖ Science ❖ Newsletter



"The Organization of and Services Provided by The Computing Sciences Department of the University of Arkansas for Medical Sciences."

Joe G. Rath to speak 3:00 pm, Thursday, October 27, ETAS 125

Mr. Rath's talk will cover the following topics:

- — The Organization of the Computing Services department
- — The Services provided by the Computing Services department
- — The three main areas of service
  - — Hospital computing
  - — Academic computing
  - — Administrative computing
- — Job opportunities and hiring policies

Our Local Chapter of the Association for Computing Machinery (A.C.M.) is fortunate to have Joe G. Rath to speak to us. He will be speaking at our October meeting. His talk is a part of a series of lectures by local business people who are involved in the computer related fields.

Mr. Rath is Director of the Computing Services Department at the University of Arkansas for Medical Sciences. He has held this position since December of 1986.

In his current position, Mr. Rath is responsible for:

- the direction of academic, hospital and administrative information systems and technology for the campus;
- strategic and budgetary planning for a $2.7 million department with 58 employees in a multi-vendor environment;
- programs for the development and installation of application programs, information technology, and user-oriented services in a multi-disciplined user setting.

Mr. Rath has been with the University since 1982. He was the Assistant Director for four years before moving into his current position. Other work experiences include, President of Digital Design Corp., and Statistics Administrator for the Arkansas Department of Labor. Mr. Rath was also self-employed for two years doing a variety of things including systems analysis, software installation and maintenance, project management and scheduling and more.

Mr. Rath has a Bachelor of Science in Industrial Management from the University of Arkansas at Fayetteville. His other training includes Effectiveness Skills for Information Systems Professionals; IREC - Effective Supervisory Communication; Management and Equal Opportunity Employment; Structured Design and Programming; Advanced Assembly Language programming. For more information call 686-5700.

edited by Lisa Moore

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Advising starts November 1st

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University rules require all students to be advised before registration. Make an appointment today for Spring Semester advising!

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Computer Science Newsletter is published this month by officers of our ACM Student Chapter, with help from the Student Organization Committee. Club officers include Lisa Moore (President), Angie Caraway (VP), Robert Brown (Secretary), and Guy Spangler (Treasurer). We need volunteers! Committee members include Mr. A. T. Bell (chairperson), Dr. Ray Hashemi, and Dr. Gaylord Northrop. The committee is solely responsible for the contents of this newsletter.

Additional information may be obtained by calling the UALR Computer Science Department, 569-8130.

A. Herrmann

McCain Mall

get to the heart of it!

Cheryl Minor

3929 McCain Boulevard • North Little Rock, AR 72116 • 758-6718

A. Herrmann

McCain Mall

get to the heart of it!

3929 McCain Blvd. **N. Little Rock, AR 72116** **November 1988**

November

COLOSSAL CHRISTMAS

Christmas decor installation will begin November 1 and all the finishing touches will be complete when our special guest (Santa) arrives from the North Pole.

Santa, will be wrapped in a package and will arrive at 10:00 a.m. at M.M. Cohn's court. KPAL's Surfin Sam will be on hand to assist with the unwrapping and Santa, along with balloons, will come our of the package.

The train, giftwrapping and Santa Photos will all begin November 19. The train will be located at center court, giftwrapping along the railing of center court and the Santa Photo operation will be at M.M. Cohn's court. This year we will be offering videotaping services, as well as photos, of each child's visit with Santa.

We will also add a Purchase With Purchase program December 5 to December 10. Customers will be asked to save receipts totalling $75.00. With these receipts they will be able to purchase Christmas theme sweatshirts for only $10.00. The redemption booth will be located next to the giftwrapping booth.

TRAFFIC

Traffic has increased at McCain Mall since the first full week of October.

#1 Week an increase of 21%
#2 Week an increase of 20%
#3 Week an increse of 24%
#4 Week an increase of 09%

We want to share this information because YOU do make the difference!

WINDOW DISPLAY CONTEST

The final Window Display Contest was held October 6, 1988. The winners for the month according to categories are:

Clothing	JW	Jewelry	Oxford Jewelers
Gifts/Specialty	Wicks 'N' Sticks	Shoes	Athlete's Foot

The winners per category for Biggest Increase:

Clothing	Catherines	Jewelry	Zales
Gifts/Specialty	Mori's Luggage	Shoes	Athlete's Foot
Unisex Clothing	JW	Personal Services	Mitchell's Formal Wear
Food	Mr. Dunderbak's	Home Furnishings	This End Up
Recreation	Aladdin's Castle	Hobby/Special Interest:	Kay Bee Toys

Overall Winners:

First Place: – Athlete's Foot
Second Place – Naturalizer Shoes
Third Place – Wicks 'N' Sticks

Athlete's Foot will receive a ticket for two to San Francisco for a Visual Merchandising Serminar as First Place Winners